DOCUMENT RESUME

ED 052 538 EA 003 617

AUTHOR	Maetozo, Matthew G., Ed.
TITLE	Certification of High School Coaches.
INSTITUTION	American Association for Health, Physical Education, and Recreation, Washington, D.C.
PUB DATE	71
NOTE	38p.
AVAILABLE FROM	American Association of Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00)
EDRS PRICE	EDRS Price MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	*Athletic Coaches, *Certification, *Legal Responsibility, Physical Education, Professional Training, School Safety, *Secondary Grades, *Standards

ABSTRACT

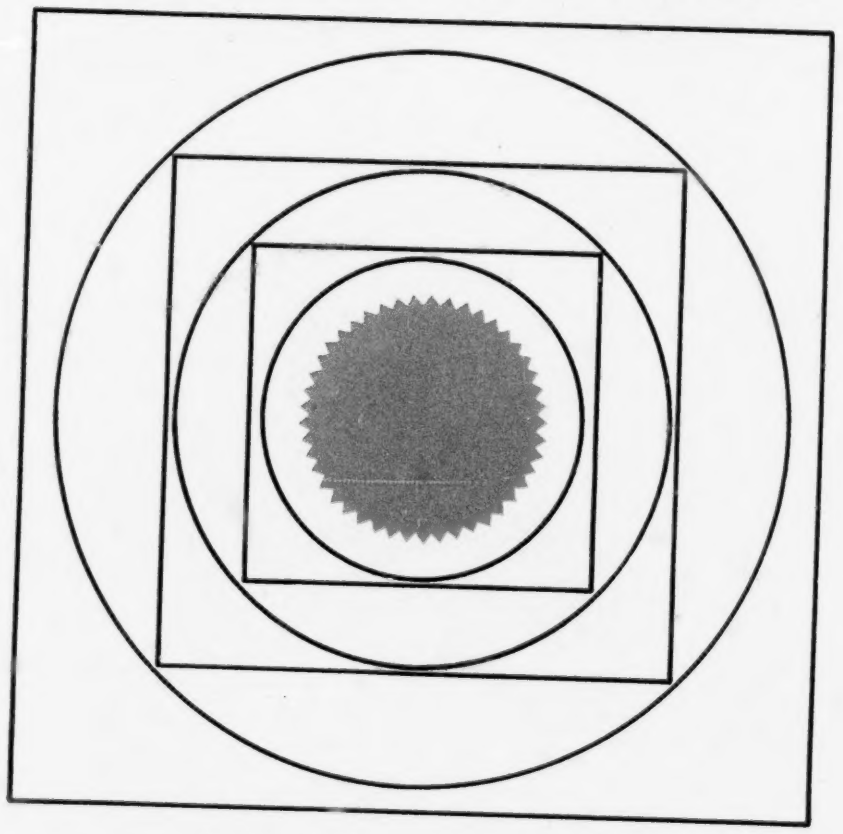
Approximately one-fourth of all head coaches of junior and senior high school teams have had no professional preparation for such responsibility. Professional groups are urging certification or endorsement requirements beyond present requisites for teaching certification. This publication presents eight professional viewpoints on various aspects of coach certification. Described is a program developed by the AAHPER division of men's athletics that aims at ensuring the health and safety of the athlete through the establishment of minimum coaching certification standards. (Author/MLF)

ED052538

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PROCESS WITH MICROFICHE AND PUBLISHER'S PRICES. MICROFICHE REPRODUCTION ONLY.

CERTIFICATION
of high school coaches



EDITED BY MATTHEW G. MAETOZO

Sponsored by the National Council of State High School Coaches Associations and the Division of Men's Athletics of the American Association for Health, Physical Education, and Recreation

EA 003 617

Permission to reproduce this copyrighted work has been granted to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce documents included in the ERIC system by means of microfiche only, but this right is not conferred to any users of the microfiche received from the ERIC Document Reproduction Service. Further reproduction of any part requires permission of the copyright owner.

Copyright © 1971
AMERICAN ASSOCIATION FOR HEALTH
PHYSICAL EDUCATION AND RECREATION

A National Affiliate of the
National Education Association
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

2

PREFACE

The National Council of State High School Coaches Associations and the National Council of Secondary School Athletic Directors heartily endorse the move toward certification of the high school coach.

The legal responsibility now placed on teachers for the safety of students makes it doubly important to ensure that a coach be professionally prepared for his job. Such preparation includes not only training in the techniques of a particular sport, but also a knowledge of physiology, administration of athletics, and prevention and care of athletic injuries.

Several state coaches associations have recognized the need for certification and a few states have already implemented the procedures to make it a requirement.

3

CONTENTS

6 *Standards of Professional Preparation for Athletic Coaches*
MATTHEW G. MAETOZO

9 *The Principal Looks at Coaches and Their Qualifications*
F. GARDNER GILLEN

12 *Improving the Preparation of High School Coaches*
EDWARD HOLDEN

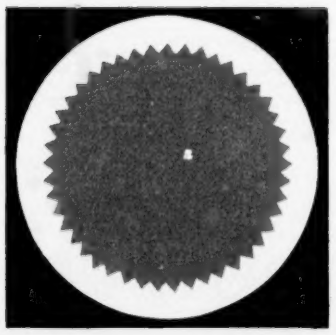
15 *Problems in Hiring Athletic Coaches*
CHARLES T. AVEDISIAN

17 *Standard of Care in Coaching Sports*
HOWARD C. LEIBEE

22 *What Coaches Should Know About Health and Safety in Sports*
ALLAN J. RYAN

26 *A Proposed Plan for Certification of High School Coaches*
ARTHUR A. ESSLINGER

37 *Suggestions for State Implementation*
JACK F. GEORGE



STANDARDS OF PROFESSIONAL PREPARATION FOR ATHLETIC COACHES

MATTHEW G. MAETOZO
DIRECTOR, DIVISION OF HEALTH
EDUCATION AND PHYSICAL EDUCATION
LOCK HAVEN STATE COLLEGE
LOCK HAVEN, PENNSYLVANIA

6

VARIOUS GROUPS at national and international levels agree that sports influence the life, the development, the philosophy, personality, and character of the participant.

The most important factor influencing the participant is the coach. There seems to be little disagreement on this point, as judged by sports leaders, educators, and former players. Also, the right kind of leadership is paramount to the development of properly controlled and regulated programs of sport.

Interested educators have become increasingly aware of the necessity for standards of professional preparation, varied planned experiences, and specifically appraised competencies for interscholastic athletic coaches.

Research studies and related literature reveal that planned professional preparation for the person who wishes to coach but who does not care to teach physical education has been of concern to educators since the mid 1930's. Many high school athletic coaches have been trained as teachers of subjects which have little or no relation to instruction in sports. It is imperative that all future coaches receive at least specified minimal preparation to qualify them to coach interschool athletic teams. The legal implications in doing otherwise might have far reaching consequences for home, school, and community.

Individuals and professional associations might differ due to varying backgrounds and experience, philosophies of education, and involvement at different educational levels in diverse types of schools. All teachers, coaches, and administrators need not come to exactly the same conclusions on a topic of importance. However, there are certain professional practices which should be standardized to ensure optimum advantages for athletes, coaches, school authorities, and involved professional associations. Sufficient consensus should be established in order to provide appropriate direction and progress.

Whether or not coaches of athletics should have completed a major or minor in health and physical education is not of primary concern. The important point is whether the coach possesses the necessary qualifications, background, and preparation to execute the duties of his position. The vast majority of professional groups involved in recent studies believe that professional preparation should include specifically appraised competencies beyond those represented by traditional teacher certification.

Minimum specific professional preparation has not been specified in most states, although there is considerable agreement concerning the areas of preparation, competency, and experience necessary for coaching. Agreement in professional preparation focuses on the following in various combinations: (1) biological sciences (anatomy, physiology, physiology of exercise, and kinesiology); (2) safety, first aid, training and conditioning, and care and prevention of injuries; (3) philosophy, principles, organization, and psychology; (4) theory and techniques of coaching in selected sports.

In various studies, coaches have identified the following areas as requiring greater emphasis: legal responsibilities peculiar to athletics; technical information in the chosen sport to include coaching technique; desirable procedures in squad management and organization; the best methods of developing, training and conditioning athletes; the essentials of bodily movement and effect under stress; and

administrative aspects of budget, records, scheduling and purchase. It is interesting to note that school administrators primarily indicated similar concerns.

Another major area, coaching experiences, should be structured more extensively. At present, planned opportunities for directed experiences are strictly limited. Laboratory experiences in coaching must be further developed during student teaching assignments. Undergraduate and graduate assistantships in sport should be available. Campus and community internships should be considered as one approach to the problem. Involvement in other related experiences would prove highly beneficial; these experiences would include officiating contests, working with co-curricular clubs, or class assignments and seasonal exposure to playground, summer camps, youth organizations, and schools requesting voluntary assistance. Colleges and universities should consider regulations which encourage participation in selected sports for prospective coaches.

It is surprising that a number of high school coaches never participated in the sport being coached while attending secondary school. As college undergraduates, an even greater percentage of coaches never participated in the sport being coached.

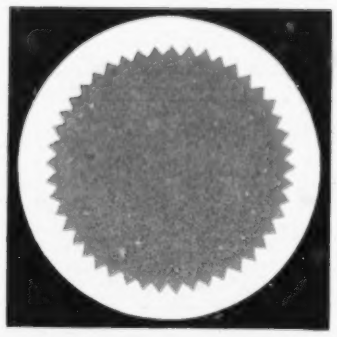
Now is the time for professional groups in the various states to strive for certification or endorsement requirements beyond what is now requisite for teaching certification. Plans should be formulated in those states that have not given attention to this area of education; the states that have formulated plans should aggressively pursue implementation. The few states that have requirements in effect should review them in light of the fact that these requirements can vary widely, from having coaches complete a major or minor in physical education to requiring only that coaches satisfactorily complete a course in first aid.

In some states, the colleges and universities are responsible for recommending certification of students who have completed requirements in specific programs. In other states, prerequisites for certification are prescribed by the department of education. In either case or variations thereof, college and university departments, divisions, or schools of health, physical education, and athletics should consider, prepare, and institute approved programs for interschool coaching certification in conjunction with state departments of education.

As states institute requirements for coaches there should be identification of and agreement upon future dates for enforcement of standards (without retroactive policy). Schools, colleges, universities, and certifying agencies must have reasonable time in which to prepare for implementation.

The Division of Men's Athletics of the American Association for Health, Physical Education, and Recreation established a Task Force on the Certification of High School Coaches. The committee has prepared a proposal which should be fully explored by key sports groups in every state. Although the suggested program does not outline a comprehensive physical education background, it does aim at ensuring the health and safety of the athlete.

The following articles present professional viewpoints for reflective consideration. In addition, the reader is referred to two publications of AAHPER entitled, *Professional Preparation in Health, Physical Education and Recreation* and *Secondary School Athletic Administration.*



THE PRINCIPAL LOOKS AT COACHES AND THEIR QUALIFICATIONS

F. GARDNER GILLEN
PRINCIPAL, SCHENLEY HIGH SCHOOL
PITTSBURGH PUBLIC SCHOOLS
PITTSBURGH, PENNSYLVANIA

EDUCATIONAL philosophies are constantly changing and curriculum offerings constantly expanding. Regarding athletics, not only are philosophies concerning program content changing tremendously, but the emphasis on individual, dual, and team sports is a tide that is sweeping the country. As a result, the growing number of activities offered in the secondary schools in sports, intramural, and interscholastic programs has stimulated student participation. But increased student participation has not been followed by additional coaches, and it is this situation that poses significant problem to the high school principal.

It has been the custom over the years for the principal to assign teachers of physical education to various interscholastic coaching posts. This action was justified on the basis that such personnel receive special training not only in physical and health education but also in coaching. In recent years, however, the high school principal has been confronted with the dilemma of not having a sufficient number of physical education teachers to cover the needed coaching assignments. In my school, for example, there are four men physical education teachers to cover five coaching posts for football and cross country. This situation is typical of large high schools throughout the country. Moreover, what can a small junior high school do when there is only one teacher of physical education to conduct more than one activity at a time, i.e., swimming and basketball in the winter and softball and track in the spring? Also, if there were a desire to promote

an intramural program, again, there would be the problem of an insufficient number of coaches.

Where do principals find an adequate number of coaching staff members to direct an extensive sports program? I offer as one solution the practical idea of calling upon other faculty members who are not physical education teachers to fill these coaching assignments. In seeking the person to fill the job, keep in mind that the aim of a sports program is to make the interscholastic experiences of the boys a worthwhile educational undertaking. Often, the criteria for selecting other faculty members to do the coaching focus upon whether the prospective coach participated as a player in the sport for which a coach is needed. A genuine interest in the sport can also figure in selection to the coaching staff. Frequently, teachers seek the post because of the extra money which the job affords. At any rate, students should not be exposed to instruction until such time when the new coach has gained the necessary experience.

Playing experience, however, must also be carefully evaluated. Having been a football player does not necessarily qualify a man to be a football coach. His experience might have been limited to a knowledge of the skills and techniques of a specific position without knowing much about the overall requirements of the skills needed. Playing experience alone should not be the criterion for the selection of a coach. It is not at all unusual for administrators to believe the most important asset of a coach to be one of experience in playing the game, overlooking the fact that participation alone does not ensure quality instruction.

The personal outcomes of athletic competition are far-reaching. Therefore, it is imperative that the coach be capable of playing an inspirational part in the development of the players. He must be an exemplar and be able to contribute to the mental, emotional, social, moral, and physical development of the youthful athletes in our schools.

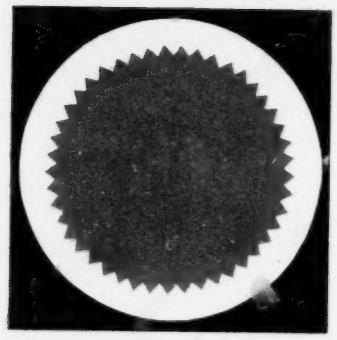
Let me present the qualifications of physical education trained coaches as I know them to be. Professionally trained physical educators graduated by schools and colleges offering certification in this field have a comprehensive background in the social and physical sciences; the biological and natural sciences; principles and philosophy of athletics; and in the code of ethics characteristic of good sportsmanship. Physical education courses for major provide credit in the study of anatomy, physiology, kinesiology, and athletic training, all of which are important areas of knowledge requisite for quality coaching. To prove a superior coach, physical education majors are required to take courses in first aid; health education with its many ramifications in nutrition, conditioning, and rest; and the uses of protective equipment. I also find that physical education personnel are highly safety conscious, a most important quality of the successful coach.

In light of the extensive background of the physical education trained coach, the subject of preparation and certification of other coaching personnel raises several questions. How vulnerable do I as a principal become when I use regular faculty members as coaches whose main qualifications are interest or having played the game? How do I justify placing the athletic instruction of my students in the hands of one who does not meet the qualifications of the trained physical education expert? How do I justify to the superintendent, the school board, the

parents, and the community the many values that are part and parcel of an athletic program when I appoint unqualified coaches to the various teams? How do I maneuver myself out of the unenviable position of defending myself against court suits? Today, legal action against teachers, administrators, and school board members is a common occurrence. What do I do, as a principal, to ensure that I protect the interests of the student and the coach as well as my own in the spectrum of educational athletics, which includes interscholastic, intramural, individual, and dual sports?

Those who aspire or are appointed to coaching positions should meet several specific requirements. The medical aspects, principles and problems, scientific foundations, and the theory and techniques concerned with coaching should be the background of those who are employed in the major sports. There are some sports such as golf, tennis, archery where such rigid requirements may legitimately be overlooked. Nevertheless, writings on certification of coaches for the major sports are becoming more and more numerous. Some suggest a minimum of 15 semester hours of preparation; others suggest that a competency be established by teacher training institutions.

Finding, selecting, and assigning coaches with the credentials I have suggested is a difficult task. However, it will become increasingly easier to select and assign coaches if: teacher training institutions recognize the need for preparation of academic teachers and do something about it; prospective coaches from other curriculum areas realize the personal advantages in meeting higher qualifications; administrators recognize the legal implications for failing to provide capable coaches; the community insists upon better qualified coaches; and if school boards consider the money for intramural and interscholastic athletes well spent. Only quality coaching can develop "a sound mind in a sound body."



IMPROVING THE PREPARATION OF HIGH SCHOOL COACHES

EDWARD HOLDEN
SUPERINTENDENT OF SCHOOLS
SAN LEANDRO, CALIFORNIA

THIS YEAR approximately 1,500,000 boys will participate in high school interscholastic athletics. These programs have a direct effect upon the health of the participants, and in the majority of cases the effect is beneficial. However, many high school teachers presently serving as coaches are not properly trained for the task, and this is a source of growing concern among educators and school administrators.

Let us contrast the typical situations that currently prevail in athletics at the college and at the high school levels.

In our colleges and universities, the young men who compete in interscholastic sports generally have had several years of experience in high school competition. They are reasonably mature athletes who have received training from a number of high school coaches. This maturity and experience serves to protect the college athlete by giving him a realistic orientation toward sports. He has a fairly accurate concept of his own limitations and he knows what to expect in the way of assignments from the college coach or trainer.

The college coach is often a former participant in the sport which he coaches. In addition, before he has attained the level of head coach, he has usually had several years of experience as an assistant. He is a mature professional, well acquainted with the procedures of good practice, and he is familiar with the limitations of his athletes.

In contrast, the typical high school athlete is less mature and less experienced than his college counterpart. He is experiencing a period of extremely rapid physical and psychological growth. His capacities, limitations, and needs are changing very rapidly. He has little if any experience against which to judge his own abilities. His coach is generally younger and less experienced than the college coach.

In larger high schools, the head coaches of major sports are often former college athletes who have earned professional degrees in physical education. However, in our smaller high schools, and in the minor sports, instruction is usually provided by well meaning classroom teachers who may or may not have had actual experience in the sport. Very often these instructors have no professional theory preparation whatsoever in the areas in which they are serving as coaches. They are unprepared for their assignment.

If reasonable standards of good practice and safety are to be maintained for high school athletes, it is imperative that school districts provide adequately trained coaches. The situation which currently exists not only assures second rate quality of instruction, but it also endangers the health and safety of the student participants.

Some study has been conducted in this area, but much more is needed. Surveys in Florida and Georgia revealed that approximately twenty-five percent of the high school coaches were not even trained in physical education.[1] Plesent, in a recent study of the varsity level of seven interscholastic sports in the public senior high schools of Nassau County, New York, found a lower frequency and severity of injuries associated with the teams of coaches who had permanent physical education certification. Plesent recommends that, "Whenever possible, especially with the contact sports–the head coach should have permanent certification in physical

education, be an experienced physical education teacher, and have a number of seasons of coaching the same or similar sports."[2]

Every high school principal is aware of the difficulty of finding adequately trained coaches to lead the myriad of teams fielded by the average American high school. Enough properly trained people simply do not exist among the academically trained, subject oriented male members of the modern high school faculty.

High school athletes require instruction in the proper and safe techniques of physical conditioning. Only adequately trained coaches are able to provide the type of guidance which assures a maximum level of physical development and a minimum likelihood of injury. It is time for physical educators, school administrators, and legislators to join hands and work together in the solution of this problem of a shortage of properly trained personnel.

Physical educators must assume the responsibility for identification of the problem and assessment of its severity. Raw data is currently available through school districts, state athletic associations, and insurance carriers. It is not reasonable to expect school administrators or legislators to support legislation based on hunches or prejudices. The evidence should be overwhelming.

The primary focus of the study should be on the high school athlete, including his need for training and for protection. Care must be exercised by physical educators to insure that recommendations for course work for certification be held to an absolute minimum and related directly and exclusively to the needs of the student. Moreover, when the problem is clearly defined, and solid research substantiates the need for better trained coaches in high schools across our nation, school administrators must face the problem squarely and make the need known to teacher training institutions, legislators, and the public.

In the meantime, administrators need to examine situations which exist in individual schools and make every effort to encourage inadequately trained coaches to participate in in-service training programs which are already available. When the problem is clearly defined and documented by physical educators, it will be necessary for representatives of training institutions and school districts to develop legislation of a corrective nature.

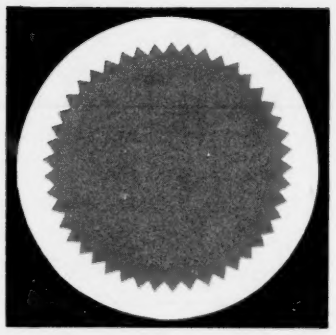
School administrators must resist the temptation to recommend legislation which is easy to implement, at the expense of legislation which would provide students with instruction of high quality and a high degree of protection.

This is the kind of problem which lends itself to joint study. Physical educators, school administrators, and legislators have separate contributions to make to its solution.

Next fall, thousands of high school youngsters will, for the first time, become eager participants in interscholastic competition. This arena has been accepted as one of the classrooms of our nation. As long as it remains so, it is essential that each student who enters receive maximum protection, and the finest instruction.

[1] Don Veller, *Florida Education, A New Minor for a Major Profession.* Florida Education Association.

[2] Emanuel Plesent, *Relationships Between Injuries of High School Students Participating in Varsity Athletics and Selected Factors in the Background of Their Coaches.* Summary, conclusions, recommendations and discussions of a doctoral dissertation, 1967.



PROBLEMS IN HIRING ATHLETIC COACHES

CHARLES T. AVEDISIAN
Director of Physical Education
Darien Public Schools
Darien, Connecticut

RECRUITMENT of qualified and competent athletic coaches, the pressure of expanded interscholastic sports programs in the public schools, and specialization in coaching are critical problems which city directors of physical education now face. The dilemma of finding qualified physical education teachers who can successfully coach sports along with the academic teacher-coach, and the problems of fitting them into the jigsaw puzzle of vacancies and specialization, continues to plague the profession.

The small number of physical education teachers who can serve as coaches poses a constant recruitment problem. A serious imbalance exists today between the number of coaching vacancies and the number of qualified physical education teachers. In the Darien Public Schools nineteen teachers of physical education serve as coaches in forty-two different intramural and interscholastic sports positions, with the remaining 49 athletic coaching jobs filled by 27 academic teacher-coaches and/or community people. Thus, 91 different athletic coaching positions are filled by 58 percent nonphysical education personnel. The Veller and Maynard study of Florida high schools where the "number of coaching positions exceed the number of physical education teachers by more than two to one" supports the Darien experience.[1] This study showed that athletic coaches who lacked training in physical education were involved in 22 percent of the head coaching and 27 percent of the assistant coaching.

The growth of such interscholastic sports as boys and girls gymnastics, lacrosse, and wrestling, to name only a few, along with the mushrooming of girls interscholastic sports require additional coaching positions and specialization – a challenge the profession must face. From the late winter period continuing on until the summer months in many instances, city directors and personnel administrators try to recruit athletic coaches who are within physical education departments. After this source is exhausted they turn to principals for assistance in recruiting from the ranks of the academic teachers. Often those persons chosen are candidates without any preparation in athletic coaching as it relates to the medical aspects of athletics, principles and problems of coaching, theory, technique, kinesiology, and psychological and philosophical aspects.

Certification of high school coaches is an absolute necessity, not only for the physical educator, but also for the academic teacher-coach who is interested in coaching. The base for recruiting athletic coaches must be broadened in the colleges and universities in order to include academic teacher-coaches. A visit to a college campus and the placement office clearly shows the recruiter that there is a limited supply of athletic coaches. The increase in the number of certified academic teacher-coaches will increase the supply and meet the demands of recruitment and ensure quality programs of athletics within the broad framework of physical education.

From the point of view of the city director, a professional who is constantly on the firing line, the following proposals are offered as considerations for colleges and universities in solving the recruitment problem:

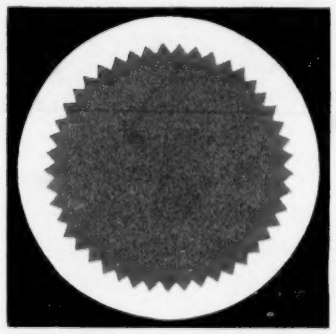
1. Provide education and training in undergraduate or graduate schools for academic teacher-coaches who seek specialization in a given sport. This training should include:[2]

	Semester Hrs.
Medical Aspects of Athletic Coaching	3
Principles and Problems of Coaching	3
Theory and Technique of Coaching	6
Kinesiological Foundations of Coaching	2
Physiological Foundations of Coaching	2

2. Provide on a regional basis, via computers, the names of academic teacher-coaches to public school city directors (ex: NEA – Search).

[1] Don Veller, "A New Minor for a Major Profession," *Journal of Health, Physical Education and Recreation,* XXIV, April 1967.

[2] Arthur A. Esslinger, "Certification of High School Coaches," *Journal of Health, Physical Education, and Recreation,* Oct. 1968.



STANDARD OF CARE IN COACHING SPORTS[1]

HOWARD C. LEIBEE
DIRECTOR OF PHYSICAL EDUCATION FOR MEN
UNIVERSITY OF MICHIGAN
ANN ARBOR, MICHIGAN

"THE BUSINESS of the law of torts," stated Justic Holmes, "is to fix the dividing lines between those cases in which a man is liable for harm which he has done, and those in which he is not."[2] A large part of the law of torts is concerned with determining when a man is liable for negligently caused harm, that is, harm caused unintentionally and by conduct which fails to conform to the standard that the law imposes on everyone for the purpose of safeguarding others.

Essentially, the law of negligence deals with conduct—either action or inaction—which, it is claimed by the injured person, does not measure up to the standard of behavior required by the law. Briefly, that standard or measurement may be described as the manner in which a reasonably prudent person would act under the same or similar circumstances as those involved in the case before the court. It is important to distinguish the field of negligence from the "unavoidable accident." If injury results from conduct which was not intended to cause the injury and if that injury could not have been foreseen or prevented by the use of reasonable precautions, then the law regards the result as an unavoidable accident, and imposes no liability for damages caused.

This historical development of the law of negligence has resulted in the development of a group of elements necessary to the successful maintenance of a suit based on negligence. These elements are, generally, as follows:

(1) Duty to conform to a standard of behavior which will not subject others to an unreasonable risk of injury.
(2) Breach of that duty—failure to exercise due care.
(3) A sufficiently close casual connection between the conduct or behavior and the resulting injury.
(4) Damage or injury resulting to the rights or interests of another.

(The term "negligence" refers to the presence of ALL FOUR of the elements mentioned above, although it is sometimes used to refer only to breach of duty.)

In determining whether conduct is negligent, the law is not concerned with whether the individual involved thought he was being careful when the injury occurred. It is much too difficult for judges and juries to guess what a particular individual was thinking at the time an accident happened. Instead, the law imposes an objective standard of care which all must exercise regardless of their individual characteristics, and for this purpose the law compares the defendant's course of conduct with that which would have been followed by a hypothetical "reasonable man."

This material will present a discussion of the concept of "standard of care" by observing the "reasonable man" and examining the conduct which the law expects of him.

A. P. Herbert, English humorist and lawyer, accurately described the reasonable man as follows:

> He is one who invariably looks where he is going, and is careful to examine the immediate foreground before he executes a leap or a bound, who neither stargazes nor is lost in meditation when approaching trap doors or the margin of a dock—who never drives his ball till those in front of him have definitely vacated the putting green which is his own objective; who never, from one year's end to another makes an excessive demand upon his wife, his neighbors, his servant, his ox, his ass—who never gambles, or loses his temper; who uses nothing except in moderation, and even when he flogs his child is meditating only on the golden mean. Devoid, in short, of any human weakness, with not a single saving vice, *sans* prejudice, procrastination, ill-nature, avarice, and absence of mind, as careful for his own safety as he is for that of others, this excellent but odious creature stands like a monument in our Courts of Justice, vainly appealing to his fellow-citizens to order their lives after his own example.

Using the objective standard of the reasonable man in determining whether a defendant will be liable for his conduct serves several important purposes. First, as already mentioned, it spares the judge and jury from making the almost impossible determination of the specific defendant's subjective characteristics. It enables them to observe the external manifestations of an actor's conduct and to compare this with the reasonable man's conduct under the same circumstances.

Second, the objective standard articulated as the "reasonable man test" enables the law to deal with the most unusual of factual situations and to adjust itself to a changing society without upsetting basic legal principles.

Third, this objective reasonable man serves the function of demanding of all persons a uniform minimum standard of conduct for the protection of others. *Thus, a person may be held to a standard of care which he cannot in fact meet.*

Although the test as stated in the books and as stated in charges to juries is objective, it cannot be doubted that in actual practice subjective elements are considered by juries and enter into the decision-making process. The age, sex, intelligence, judgment, and numerous other characteristics of the persons involved are often important factors in determining the final outcome of a negligence case.

The subjective standard receives its greatest recognition in the case of physical characteristics. It is easier for juries to consider physical traits which they can see than it is for them to evaluate mental characteristics which are not readily observable. Thus, a blind man must exercise the degree of care expected of a reasonably prudent blind man. A blind man may be expected to use his other senses more sharply than the average man, but he will not be expected to see. For example, in *Wray* v. *Fairfield Amusement Co.*, 126 Conn. 221, 10 A 2d 600 (1940), the court ruled that a person suffering from a bone condition must only exercise the care expected of a reasonably prudent person suffering from the same condition. The objective standard is also relaxed when the conduct of children is considered. Children are expected to conform to a standard set by a reasonably prudent child of the same age, intelligence, and experience.

But where mental characteristics and such intangibles as knowledge and skill are involved, the law, at least in theory, adheres strictly to the objective standard and does not attempt to analyze the actor's own mental ability. If his physical conduct falls short of that expected of the reasonable man with whom he is being compared, he is held negligent even though he was, in fact, exercising care to the full extent of his capability.

In establishing the standard of care, courts are guided by the concept of foreseeability, which in turn depends on knowledge. A man is not held liable for the consequences of his acts which he cannot be reasonably expected to foresee. On the other hand, a man's special knowledge may impose a standard of care higher than that expected of an ordinary man. Thus in *Parrott* v. *Wells*, 15 Wall. 524 (1872), what was held to be ordinary care in the handling of a package would have been negligence if the defendant had known that the package contained nitroglycerine.

All persons are held responsible for knowledge they actually possess, and persons who undertake duties requiring special skills may be held to a standard which includes knowledge that they do not actually possess, but which they should have foreseen was necessary in order to adequately perform the duties which they have undertaken. In the final analysis, the question of what should have been foreseen and what knowledge should have been acquired is answered by the courts. Thus, although everyone is expected to conform to the standard of the reasonably prudent man, persons with special skills or knowledge are held to a higher standard of care.

Doctors have traditionally been required to exercise a degree of care equal to that followed by the reasonable doctor in their locale and special standards are in-

creasingly being required of others with special knowledge, skill, or responsibility. A number of courts have relaxed the geographical locality limitation and a doctor's conduct in these courts is judged by usage of the profession in his and similar communities.[3] Thus, the "pool" of experts has been expanded and strangers may be used as expert witnesses. This newer rule is based in part upon the premise that the standards of a profession are becoming more uniform.

In a few states, statutes permit the admission of medical textbooks as evidence of what the proper course of treatment is–i.e., of what the reasonable doctor should do under given circumstances.[4] Where this is done, the result may be a change in the standard of care required of doctors, especially general practitioners, inasmuch as such textbooks are often written by specialists and reflect the specialist's judgment.[5]

The comparison of the defendant's conduct with that of a specialist for the purpose of determining negligence can be expected to continue and those in the coaching profession should be aware of this trend. The reasonably prudent man is rapidly becoming the reasonably prudent specialist. If a person has more than ordinary skill, he will be held to a higher standard of care than the reasonable man. This higher standard was originally applied to professional people such as doctors, dentists, or lawyers, but has more recently been applied to trades requiring special skills. Thus in *Jackson* v. *Central Torpedo Co.*, 117 Okla. 245, 246 PAC 426 (1926), an oil well shooter was held negligent for failing to exercise a standard of care greater than that expected of an ordinary man. And in *Louis Pizity Dry Goods Co.* v. *Waldrop*, 237 ALA. 208, 186 So. 151 (1939), a restaurant operator was held to a high standard of care based on special knowledge of his trade.

To the athletic coach is entrusted not only the training and preparation of his team for competition, but also the protection of his team from avoidable injury and the responsibility of providing swift and proper treatment of unavoidable injury. In determining whether a coach is negligent in the treatment he administers or in the precautions he takes to avoid injury, his conduct must at least meet the standard expected of a reasonable man and in view of the current trend requiring higher standards of care from those who have, or who are expected to have, special skills, the coach may well be expected to exercise a higher degree of care than that required of an ordinary man.[6]

Because of the foreseeability of danger, a truck driver carrying a load of dynamite is required to be more careful than the driver of a truck carrying a load of dirt. Likewise, a football coach at the junior high school would be held to a higher standard than the high school coach–the boys are younger, less experienced, less capable of contributory negligence, and less capable of recognizing dangers. The Supreme Court of Oregon has held that a football coach is an "expert" and was expected to possess a high degree of skill in dealing with the coaching of football.[7]

One is ignorant in any field at his own peril. The lesson should be clear–an individual should not coach football or any other sport unless he is prepared to meet the standard of care required of coaches of the particular sport, nor should he function as an athletic trainer unless he is prepared to meet the standard of care required of athletic trainers. If he lacks basic preparation to function in any of the

areas associated with sports, or in any field of endeavor, his ignorance may be a basis for his being held negligent.

In spite of the fact that many coaches and physical education instructors have little or no professional preparation in the prevention and care of athletic injuries, the judicial tendency is to measure their conduct against that of a hypothetical coach who has had thorough preparation in coaching techniques, the care and prevention of injuries, and the medical aspects of athletic coaching related to the sport which he coaches. The law is perhaps setting a standard presently unattainable by many coaches, but a standard consistent with one of the law's most important functions–to reflect society's expectations in the rules which it sets forth to guide society's conduct. Society expects its professionals to acquire skills greater than those possessed by the ordinary man, and as the Oregon case demonstrates, the coach is no exception.

It is established, too, that the employment or assignment of an incompetent individual to function in a specific area constitutes negligence on the part of the employer or assignor. For example, in *Haring* v. *Myrick* 368 Mich. 420, 118 N.W. 2d 260 (1962), a car owner was found liable for his own negligence in lending his car to an obviously unsuitable person who later was involved in an accident. Likewise, school administrators hiring incompetent personnel as coaches are directly liable for any injury occurring as a result of their negligent choice. To avoid liability for negligent selection of employees, school administrators should carefully examine the qualifications of those applying for coaching positions. In making this examination, administrators should be concerned with the background of their prospective employee in training athletes for the particular sport he is being hired to coach, and in the care of injuries related to that sport if such care is within the scope of his employment.

[1] Portions of this chapter are reprinted from *Tort Liability for Injuries to Pupils*, by permission of Howard C. Leibee, copyrighter. All rights reserved.

[2] Oliver Wendell Holmes, Jr. *The Common Law*, Lecture III: Torts Trespass, and Negligence (1881).

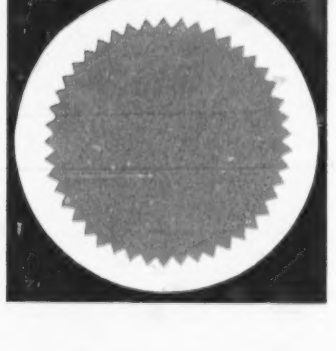
[3] See McCoid, op. cit., supra note 15 at 569-575; Notes 77 Harv. L. Rev. 333, 338 (1963); 14 Stan. L. Rev. 884 (1962).

[4] Note, 45 Minn. L. Rev. 1019 (1961).

[5] Note, 45 Minn. L. Rev. 1019, 1033 (1961).

[6] The degree of skill and knowledge required of the professional man in the exercise of his profession is that "possessed by members of that profession . . . in good standing *in similar* communities." Restatements, Second Torts, Section 299 A.

[7] Vendrell v. *School District No. 26 Malbeur County*, 376 P. 2d 406 (Ore. 1962).



WHAT COACHES SHOULD KNOW ABOUT HEALTH AND SAFETY IN SPORTS

ALLAN J. RYAN, M.D.
UNIVERSITY OF WISCONSIN MEDICAL CENTER
MADISON, WISCONSIN

THE SPORTS COACH who has to depend entirely on others for the knowledge which *he* should have to promote the health and safety of athletes under his supervision is in serious trouble. Most coaches today, however, are anxious to acquire whatever information they can in this area and attend clinics and summer courses. Unfortunately, for some, the occasion has come too late, and the opportunities to find worthwhile postgraduate courses in this area too few.

Regrettably, many men become involved in coaching who do not have a basic knowledge of health and safety problems in sports, a background which could have been acquired from a thorough college course. Such courses must be made available to all those who intend to become coaches, and to those who become coaches by accident rather than by design.

Every coach, regardless of background, should realize that all situations involving the health of athletes should be supervised by a physician. And while there are a number of things that only the physician must do, there are many more that the coach can do himself, if he knows that they should be done and has the guidance of the physician to help him.

Even in those things which must be done by the physician, the coach should have a basic understanding of medical procedure so that he may be able to cooperate intelligently with the physician and interpret the need for and meaning of the physician's actions to the athlete. If an athletic trainer is involved in the particular situation, he may serve as an intermediary between coach and physician, but it is still important for the coach to understand what is being done or discussed so that he may participate effectively in a team approach to the supervision of the athlete.

The preparation of the athlete for competition typifies the need for this basic understanding of health and safety matters. The coach should realize that the assistance and advice of the physician is necessary in determining the qualification of athletes for participation. He should know that certain physical conditions which may be partially disabling create significant hazards for the individual participating in certain sports. Some of these conditions are not readily discernible, such as the existence of a heart murmur, which can only be heard by the use of the stethoscope and with a trained ear, and which may signify the presence of serious heart disease. Others may be obvious, such as the loss of an eye, but the danger of total blindness is not readily apparent unless one has knowledge, from education and experience, of the hazards posed by the particular sport in question.

The coach should know that with younger boys, at the elementary and junior high school level especially, it is important for health and safety that they be classified for competition not only by age, but by height and weight, and perhaps also according to skill. He should also know how a boy's normal weight for his size may be estimated as a guide to whether the boy is fat or merely well developed from a muscular standpoint. He should also learn how to recognize the boy who is physically immature and needs more time to grow and develop before he is ready to engage in vigorous contact sports.

In those sports requiring protective equipment, the coach should know why each piece of equipment is used so that he may see that it is properly fitted and

worn correctly. He should know why the use of worn-out protective equipment is a false economy and understand that the player on the third or fourth team who may be wearing it is just as vulnerable to injury as the varsity player. He should also appreciate the fact that good protective equipment is worn to prevent injury, not to inflict it deliberately, as in using the hard shell football helmet as an offensive or defensive weapon. He should be concerned that all of the facilities which his athletes use are properly inspected to prevent the injuries which might occur from poor maintenance, inadequate cushioning, lack of spectator control, etc.

In the training and conditioning of his athletes, the coach who does not understand the anatomical and physiological response of the body to specific forms of exercise such as calisthenics, isotonic and isometric exercise, and long distance running is in a poor position to advise the athlete as to what program is best for him as an individual and the general requirements of the sport which he desires to play. He will not be aware of the factors which bring about heat cramps, heat exhaustion, and heat stroke. Being unfamiliar with the means of preventing these conditions he will be unable to recognize them when they occur, and to provide emergency assistance of any value.

The coach who has no knowledge of the principles of nutrition and how they should be applied to the diet of athletes is unable to guide his students correctly, and may become the victim of faddist notions with regard to eating. He cannot help the underweight athlete gain weight without resorting to giving him something out of a can, nor can be assist the overweight athlete to reduce unless it is to recommend that he take a pill. In wrestling, boxing, and weight lifting, he may lend encouragement to such unsafe practices as crash dieting and dehydration, which can result in physical harm as well as impaired performance.

When the coach does not fully understand the reasons behind those general health measures which have been traditional in the training of athletes, such as getting eight to nine hours sleep at night, not smoking, and not taking alcoholic beverages, then he may be less anxious to see that they are observed. He certainly cannot enforce such injunctions or prohibitions as rules to be obeyed if he cannot explain the logic behind them to his athletes. Moreover, ignorant of health rules, he is more apt to set a poor personal example for the boys.

The coach in high school is on his own as far as taping and bandaging are concerned. If he knows how to do these things correctly and if he understands why they should be done, then he will certainly do a better job as far as this phase of the athlete's protection is concerned. It is very difficult to perform such health measures properly after simply reading about them in books. There is no substitute in learning taping and bandaging for practice under supervision.

Coaches are not expected to be sufficiently competent to treat injuries (although some who do not know better will attempt it), but all should have a thorough preparation in first aid and be able to practice it effectively. The coach should know when the physician's aid is needed; he should also know how to transport the injured athlete safely. He should not be expected to have the skills of a physical therapist nor should he try to practice rehabilitation simply because he has a whirlpool bath and a diathermy machine at his disposal. He should be able to understand the simple things which he can do under the direction of a physician.

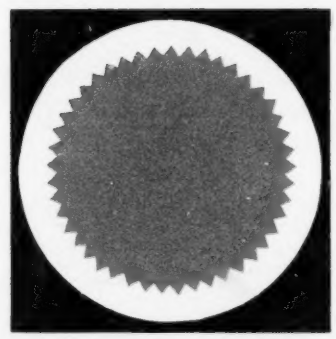
Every coach would benefit greatly in the management of his team if he studies the psychology of sports competition and the individual reaction of athletes to the typical stresses involved. Through this experience he would also be better able to understand his own motivation toward sport and his strengths and weaknesses as a coach.

The coach should know enough about all of these things to want to know more. A background of interest and studies in some of the medical aspects of sports will encourage him to attend conferences and refresher courses which deal with these topics and to read the professional literature. He should seek to participate actively in meetings where he can present and discuss his own experiences with others. He should be able to conduct research on those problems which are of concern to him and his team.

In short, the coach should look upon his occupation as a profession. Tawney gives the following definition of a profession: "A profession is a body of men who carry on their work in accordance with rules designed to enforce certain standards, both for the better protection of its members and for better service to the public. Its essence is that it assures certain responsibilities for the competence of its members or the quality of its wares."

A recent editorial in the *Journal of the American Medical Association* stated: "Responsibility for competence is a serious obligation, and it involves a number of activities which must be carried on regularly by leaders of a profession. Some of these are obvious and intrinsic, such as the establishment and maintenance of educational standards which govern entrance to the profession, and the enforcement of disciplinary action against those guilty of unethical practices which would bring the profession into disrepute. Other activities may be less clearly related, but are nonetheless important."

High among these "other activities" is the responsibility of a profession to maintain a program of continuing education for its members, and to encourage and support the utilization of this program. Certification of coaches may satisfy "the establishment and maintenance of educational standards which govern entrance into the profession," but with the continuing advance of scientific knowledge, certification could become meaningless unless the members of the profession are motivated toward a continuous pursuit of learning, and therefore excellence, in their chosen field.



A PROPOSED PLAN FOR CERTIFICATION OF HIGH SCHOOL COACHES

ARTHUR A. ESSLINGER
DEAN, SCHOOL OF HEALTH,
PHYSICAL EDUCATION, AND RECREATION
UNIVERSITY OF OREGON
EUGENE, OREGON

THE MAJOR PROBLEM confronting interscholastic athletics in this country is that approximately one-fourth of all head coaches of junior and senior high school teams have had no professional preparation for such responsibility. Their sole qualification is participation on a college or university team in the sport concerned. While such participation experience is advantageous, it does not begin to constitute an adequate preparation for coaching a secondary school athletic team.

The best preparation for the position of head coach of a high school athletic team includes the combination of a physical education major plus participation experience as a member of the varsity team of the sport to be coached. Participation experience plus preparation as a physical education minor is considered the minimum acceptable background. Yet nearly one out of four of our head coaches does not meet this standard.

The implications of this situation are serious. It has long been recognized that competitive athletics have exceptional educational potentialities. Their inclusion in our secondary schools has been justified on the basis of the significant contributions to educational goals. However, untrained leadership cannot elicit the potential educational values inherent in athletics. Optimum results cannot be obtained by the coach whose only qualification is that he was a letter winner in college. If we are to have quality education then we must have quality leadership. Our entire educational system is predicated upon the concept that educational outcomes depend upon professionally prepared leadership.

The coaches who lack professional preparation are handicapped in obtaining the social, moral, ethical, mental, and physical values inherent in interschool sports, and they are also incapable of protecting the health and well-being of the participants. They do not understand the dangers of violent body contact sports upon the human organism. Their lack of background in the structure and function of the human body is a serious liability which keeps them from knowing how to prevent injuries and other damage, to recognize and to evaluate injuries, and to follow the proper course of action when these injuries occur.

It is regrettable that all coaches are not physical education majors who have competed in intercollegiate athletics. This represents the ideal which, unfortunately, cannot be attained. In most secondary schools it is impractical to man all head coaching positions with physical education majors. This is because most secondary schools compete in from seven to ten sports and field junior varsity and freshmen as well as varsity teams in most, if not all, of them. The number of physical education staff members needed to handle the physical education program is inadequate to provide head coaches for each of these squads. In this situation the principal must call upon academic teachers to coach some of the teams.

Another problem is that some letter winners on college teams want to enter a teaching career and to coach but they do not want to major and teach in physical education. They prefer to prepare themselves as teachers in other subject matter areas. The solution to this problem is to provide such teachers with the minimum essentials which all coaches should have.

The AAHPER Division of Men's Athletics has long been aware that many coaches were not adequately prepared for coaching assignments. To attack this

problem, a Task Force on Certification of High School Coaches was appointed. The members are:

Ted Abel, Pittsburgh, Pennsylvania, Public Schools
Milton Diehl, Madison East High School, Madison, Wisconsin
Jack George, Roslyn, New York, Public Schools
Robert Jamieson, Grimsley High School, Greensboro, North Carolina
M. G. Maetozo, Lock Haven State College, Lock Haven, Pennsylvania
Don Veller, Florida State University, Tallahassee, Florida
Arthur Esslinger, University of Oregon, Eugene, *chairman*
Roswell Merrick, AAHPER consultant

The Task Force came to the conclusion that the best way to "liquidate" unqualified coaches is for each state to establish certification standards for teachers of academic subjects who desire to coach. Such standards should be designed only for coaching--not for teaching physical education. The standards should represent the basic understandings and competencies without which no individual should coach. It is not intended that these standards apply to coaches now in service; rather, the recommendations are designed for future coaches.

Out of its deliberations the Task Force has developed a program that includes the minimum essentials which every secondary school head coach should possess. If such a program were required in every state for certification of coaches, interscholastic athletics would be appreciably improved over what they are today. The courses and course outlines follow.[1]

	Semester Hrs.
Medical Aspects of Athletic Coaching	3
Principles and Problems of Coaching	3
Theory and Techniques of Coaching	6
Kinesiological Foundations of Coaching	2
Physiological Foundations of Coaching	2

MEDICAL ASPECTS OF ATHLETIC COACHING

The athletic program can never be termed educational unless the health of the participant is a primary objective. Medical and safety aspects are at the heart of good athletic administration. Consideration of the individual's well-being must involve related safety factors.

In order to give the health and safety aspects proper emphasis in the preparation of a coach, the following areas are recommended.

I. Medical Aspects
The medical aspects of the athletic program must be under the direct supervision of physicians.

A. Preparation of the athlete for participation
Physical examination
1. "Team" approach–physicians, school nurses, coaches, and athletic director; dentists, when needed
2. Importance of administering an efficient and well planned examination

B. Prevention of injury and illness

C. Perception–early recognition of injury

II. Protective Equipment and Facilities

A. When the participant has been medically approved, proper fitting of the best equipment is necessary.
Eliminate "hand-me-down" system

B. Facilities
Use of padded walls, sponge rubber for jumping pits, proper mats, turfed areas, proper maintenance

III. Training

A. General measures relating to health

B. Use of tape or bandaging and other protective equipment

C. Emergency care of injuries

D. Physical therapy

E. Prevention of overtraining

F. Psychological counseling

IV. Injuries

A. Injury prevention

B. Procedures when injury occurs

C. Post-injury care

V. Medical and Safety Problems

A. Sources of information

B. Importance of the coach having proper knowledge of sleep and rest, vitamins, drugs, smoking, drinking, tetanus immunization, hot weather training rules, fads, and fallacies

VI. In-Service Training–Care of the Athlete

A. Arrangements for seminars and in-service courses for coaches

B. County and state clinics

VII. Medical Research Related to Athletics

A. Organizations–information

B. Conference proceedings

C. Journals

PRINCIPLES AND PROBLEMS OF COACHING

Because of the immensity of this area, some pertinent items may not have been included. The individual instructor is encouraged to develop any additional items deemed necessary.

I. Personal Relationships
- A. Qualities of the coach
  1. Positive attitude
  2. Pride in players
  3. Concern for interests of other people
  4. Firm but pleasant
  5. Golden Rule
- B. Influencing and controlling behavior in athletes
  1. Be yourself
  2. The private talk
  3. The grapevine method
  4. Setting the example
  5. Handling individual differences
- C. Creating and maintaining discipline and desire
  1. Necessity for hard work
  2. Goal setting
  3. Traditions
  4. Spreading enthusiasm
  5. Use of captains
- D. Vital relationships
  1. The principal
  2. Teaching colleagues
  3. Parents
  4. The janitor
  5. Community-booster clubs, PTA, churches, etc.
- E. The coach and his assistants
  1. Choosing assistants
  2. Loyalty
  3. Delegation of responsibility
  4. Delegation of authority
  5. Bilateral relationship
- F. Athletes and their emotional problems
  1. Problems in the home
  2. School problems
  3. Girl problems
  4. Jealousies
  5. The extrovert
  6. The introvert
  7. The status seeker
  8. The "psyche" case
  9. The prima donna
  10. Case histories

II. Organization
- A. Organizing and planning for practice
  1. Season objectives
  2. Weekly objectives
  3. Daily plans
  4. Time
  5. Weather
  6. Staff
  7. Equipment and facilities
  8. Helpful hints

B. Athletic contest management
   1. Importance of efficient management
   2. Pre-game preparation
   3. Game responsibilities
   4. Post-game responsibilities
   5. Preparation for out-of-town contests
   6. General management duties and policies

C. Athletic equipment
   1. Purchase of equipment
   2. Marking of equipment
   3. Issuing of equipment
   4. General care of equipment
   5. The equipment inventory

D. Athletic finances and budgets
   1. Finances and athletic programs
   2. Methods of raising funds
   3. Ticket selling problems
   4. Purpose of an athletic budget
   5. Preparing the budget

III. Important Considerations

A. Training rules and how to enforce them
   1. Good training–a must
   2. The policeman type
   3. No-rules-at-all type
   4. The scapegoat approach
   5. Squad oriented type

B. Selection and evaluation of personnel
   1. Comparison to industry
   2. Individual sports
   3. Team sports
   4. Being objective
   5. Types of evaluation
   6. Past performances
   7. Getting the right man in the right job

C. Motivation and special inducements to athletes
   1. Awards (letters, trophies, etc.)
   2. Publicity
   3. Championships
   4. Scholarships
   5. Special gimmicks

D. Coaching ethics
   1. Players
   2. Opponents
   3. Officials
   4. School colleagues
   5. Coaching colleagues
   6. Public
   7. News media

THEORY AND TECHNIQUES OF COACHING

I. Educational Implications of the Sport
   A. Role in education
   B. Role in physical education

C. Philosophy
D. Objectives
   1. Of the sport
   2. Of the coach
   3. Of the player
   4. Of the spectator
E. History

II. Fundamentals Detailed
   A. Teaching methods in performance skills
   B. Drills for developing basic skills
      1. Offensive
      2. Defensive

III. Technical Information
   A. Offensive tactics
   B. Defensive tactics
   C. Strategy
   D. Use of teaching aids

IV. Scouting
   A. Film analysis
   B. Pre-scouting check list
   C. Game scouting check list
   D. Postgame scouting check list
   E. Individuals
   F. Team
   G. Player performance rating systems

V. Conditioning for a Specific Sport
   A. Developing
   B. Training
   C. Conditioning
   D. Emotional aspects
   E. Educating (conceptual content)

VI. Organization and Management
   A. Pregame preparation
   B. During event
   C. Postgame aspects
   D. Outline of duties for team managers

VII. Practice Sessions
   A. Daily
   B. Weekly
   C. Seasonal

VIII. Safety Aspects of Particular Sport
   A. Rules and regulations
   B. Facilities, grounds
   C. Officiating
   D. Supplies and equipment

E. Prevention of injury
F. Legal aspects

IX. Rules and Regulations
A. Of the sport
B. Penalties
C. Local
D. State
E. National

X. Evaluation
A. Season in retrospect
B. Collection of appropriate materials
C. Plans for following year
D. Preparation of reports to administration

KINESIOLOGICAL FOUNDATIONS OF COACHING

I. Anatomical Factors
A. The coach must have sufficient knowledge of human anatomy to:
1. Recognize any symptoms of ailments or deviations from normal health in order to provide first aid when such care is indicated and to secure the services of a physician when they are needed
2. Select equipment which will fit best and offer maximum protection
3. Conduct an adequate physical conditioning program for the squad as well as for the individual player's needs
4. Establish a program for the prevention of injuries–by being aware of the parts of the body which are most subject to injury, such as the knee, shoulder, and ankle, and the parts of the body subject to the most serious injuries, such as the head and spine, the coach can more intelligently take measures which will reduce injuries
5. More effectively tape and bandage his players

II. Mechanics of Movement
A. A knowledge of the mechanics of movement is indispensable to the coach and such information helps him to:
1. Recognize more readily individual differences in the performance of a particular motor skill
2. Develop more fully the student's potential in performing a motor skill
3. Recognize more readily typical body alignments and their influence on motor performance
4. Eliminate much trial and error in giving correct coaching tips, producing more effective results in a shorter time

5. Teach his students to use good and efficient body mechanics in all movement, thus reducing the number of injuries and the degree of fatigue
6. Make more efficient use of coaching time
7. Understand better the problems of efficiency and economy of movement
8. Analyze performance more scientifically and base recommendations for improvement on sound anatomical and mechanical principles

PHYSIOLOGICAL FOUNDATIONS OF COACHING

I. Physiological Factors
   A. The following areas of physiology are essential to the coach in order to provide him with an understanding of how the human organism functions.
      1. Central nervous system: motor functions
      2. Nervous system: sensory functions
      3. Properties and constituents of the blood
      4. Physiological mechanisms involved in the circulation of the blood and lymph
      5. Respiration
      6. Body fluids and kidney
      7. Metabolism and nutrition
      8. Endocrine system
      9. Growth and development

II. Exercise Physiology Factors
   A. Circulatory and respiratory adjustments
      1. The heart
      2. Heart rate and exercise
      3. Circulation of the blood
      4. Circulatory adjustments during exercise
      5. Body fluid changes in exercise
      6. Pulmonary ventilation
      7. Gas exchange and transport
   B. Environment aspects
      1. Environmental and body temperatures
      2. Cooling power of the environment
      3. Effects of external heat
      4. Effect of cold
      5. Effect of altitude
      6. Effect of humidity
   C. Metabolism and exercise
      1. Oxygen requirement and oxygen intake
      2. Aerobic and anaerobic metabolism

3. The steady state
4. Oxygen debt
5. Influence of training on oxygen intake and debt

D. Nutrition
1. Elements of adequate nutrition
2. Planning the athlete's diet
3. Fluids
4. Distribution of meals
5. The pre-game meal
6. Half-time feeding
7. Making weight
8. Weight loss in athletics

E. Drugs
1. Drugs affecting the autonomic nervous system
2. Drugs affecting the central nervous system
3. Drug affecting the circulatory system
4. Drugs affecting metabolism and nutrition
5. Hormones

F. Conditioning
1. Chronic effects of athletic training
2. Warming up
3. Practice schedule
4. Maximum training capacity
5. Recuperative ability
6. Preseason
7. Early season
8. League competition

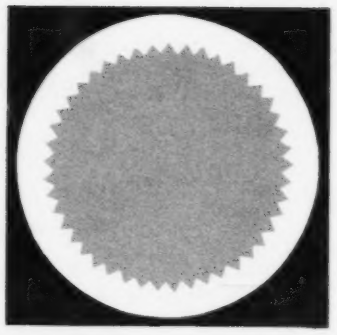
G. Strength training
1. Factors in strength
2. Physiological basis of strength training
3. Weight training exercises
4. Weight training regimen
5. Isometric training
6. Circuit training
7. Weight training hazards and benefits

H. Endurance training
1. Physiological training
   (a) Anaerobic training
   (b) Aerobic training
   (c) Heat training
   (d) Rhythm training
2. Pace
3. Training programs
   (a) Over and under training
   (b) *Fartlek* training
   (c) Interval training
   (d) Repetition training
   (e) Circuit training

Bibliography

1. American Medical Association, *Protecting the Health of the High School Athlete.* Chicago, Ill.: AMA. n.d.
2. Bender, James B., *How to Be A Successful Coach.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958.
3. Forsythe, Charles E., *Administration of High School Athletics.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962.
4. George, Jack F., and Lehmann, Harry A., *School Athletic Administration.* New York: Harper & Row, 1966.
5. Lawther, John D., *Psychology of Coaching.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.
6. Ryan, Allan J., *Medical Care of the Athlete.* New York: McGraw-Hill, 1962.

[1] In the development of these courses and course outlines, many competent, experienced authorities in the various areas were consulted. After completion, they were submitted to eleven leading physical education departments for review, criticisms, and suggestions. The replies received from these sources were incorporated in the final draft.



SUGGESTIONS FOR STATE IMPLEMENTATION

JACK F. GEORGE
DIRECTOR OF HEALTH, PHYSICAL EDUCATION, AND RECREATION
ROSLYN PUBLIC SCHOOLS
ROSLYN, LONG ISLAND, NEW YORK

Several states have already established a coaching certification, registration, or some form of competence requirement for coaches of interscholastic teams. This project usually has been structured for non-physical education teachers.

The experience of these states with established programs may be valuable to others who wish to initiate a similar project. Successful techniques include:

1. **Formation of a State Committee**

   In order to expedite communication, understanding, and implementation of the program, the following organizations should be included on the state coaching certification committee:

   a. President or key member of the superintendents association
   b. President or key member of the secondary school association—a high school principal
   c. Representative of the state athletic association
   d. State director of health, physical education, and recreation or a representative from his department
   e. Representative of the colleges which prepare majors in health, physical education, and recreation

f. Representative of other colleges
g. Representative of the private and parochial schools
h. Representative of large city systems–a director of health, physical education, and recreation or athletics
i. Representative from state coaches association

2. **Pertinent Data**

a. Programs of other states
b. Programs of colleges and universities which have established training programs
c. Copies of this brochure for all personnel involved

3. **Scheduled Committee Meetings**

Schedule committee meetings for a year or eighteen months. Meeting agenda might include:

a. Presentation and review of the project by a member of the committee which prepared this brochure or by a representative of a state which has established the program
b. Determination of specific areas to be included in the program
c. Presentation to pertinent groups in the state: superintendents, high school principals, coaches groups, and state department of education

4. **Final Refinement of Standards**

Final refinement of standards–after review by state groups and key personnel

5. **Implementation**

The courses, in-service work, or whatever title is given to the content areas necessary for coaching certification may be taught and administered by:

a. colleges and universities
b. state coaches associations
c. state associations of health, physical education, and recreation
d. individual school districts
e. county educational groups

6. **Registration of Coaches**

Coaches who ..e certified should receive a certificate and have their names record..d in the state department of education, preferably the department ..f health, physical education, and recreation. Superintendents should be notified when the coach has completed certification requirements.

7. **Communication – Interpreting the Program**

   a. Schedule programs on this subject at coaching schools; state conferences of health, physical education and recreation; county, district, and local conferences of health, physical education, and recreation; coaching association conferences; superintendents' and principals' meetings; ASCD conferences; sports medicine symposiums.

   b. Prepare a state brochure similar to this one and distribute to all pertinent personnel.

8. **Evaluation**

   Evaluate your program after the first year and periodically thereafter.